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country was copied." One has only to read the educational legislation of the southern colonies before the Revolution to see how overdrawn this sweeping statement is. Easy generalizations of this sort, unsupported by evidence, so characteristic a feature of textbooks, perpetuate a great deal of misinformation about our educational history. Nevertheless, the reviewer is in agreement with many of the important statements of fact and generalizations. The fact that there are some errors is more than offset by the great number of facts and inferences that are essentially true. The period from 1860 on seems to be inadequately treated from the point of view of a usable text in this important period of educational history. The second volume provides a series of documents from original sources and extracts from secondary sources of great value and interest, particularly from the earlier period. They parallel the text closely and have some of its virtues and defects. The make-up of these volumes is excellent. Numerous illustrations, maps, references to other sources for collateral reading, suggestive questions, etc., are given.

In conclusion, we may say that this work is the best textbook yet produced in this subject, and should be of great value in giving educational history a better standing in the curriculum, and in giving students of education a better knowledge of the forces that have influenced educational progress and of the part that education has played in the progress of civilization.

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An experimental analysis of reading.—Experimentation in the field of reading is constantly penetrating farther into the details of the reading process. A recent contribution to this line of investigation made by Dr. Buswell¹ is in natural sequence and can be fully appreciated only in connection with the series of experimental studies of reading ("Supplementary Educational Monographs," Vol. I, Nos. 1, 2, 5; Vol. II, No. 4) of which it is a part. But, while practically the same apparatus was used as in former studies, a quite independent phase of investigation was undertaken, and the author has effectively concentrated attention on the next significant problem in the teaching of reading. The significance of the report for secondary schools is accentuated by the fact that twenty-four of the fifty-four subjects were selected from the high-school group, three good readers and three poor readers from each grade.

The monograph leads the reader definitely to the conclusion that the attainment of skill in oral reading is coupled with the ability to keep the eye well ahead of the voice. In all grades the good readers show on the average a wider eye-voice span than the poor readers. Those who have the wider span make fewer errors and show in general more regard for thought units. The author explains this fact clearly: "A subject with a wide span has an

¹ G. T. BUSWELL, *An Experimental Study of the Eye-Voice Span in Reading*. "Supplementary Educational Monographs," No. 17. Chicago: Department of Education, University of Chicago, 1920. Pp. xii+106. \$1.00.

opportunity to interpret the meaning in larger units and is able to get the correct meaning before the voice reaches the points of difficulty." He finds that high-school pupils especially have learned to retard the voice until the eye has gained a certain control of the sentence. He believes, however, that eye-movement bears a closer relationship to meaning than does eye-voice span and recognizes the difficulty of definitely locating a point at which meaning comes into consciousness as related to either. While the monograph is primarily not concerned with silent reading, it was found that those who had acquired wide eye-voice span were also the most efficient silent readers, and the progressive relationship of silent to oral reading is definitely shown.

Rapidity of reading is also found to be correlated with a large span, the number of eye-fixations decreasing as a large eye-voice span is attained. Long fixations are found to be due chiefly to difficulty of words, and the most facile reader will show all the characteristics of immaturity when confronted with extremely difficult material. A possible limitation to the development of the wide span is seen in the fact that regressive eye-movements are characteristic of those who have an extremely wide span.

Some details are omitted which would have added to the strength of the report. For example, it is to be regretted that the high-school pupils were not selected on the basis of objective tests. The casual method used may be a reason why the author fails to find as conclusive distinctions in his experiments with this group as with the elementary-school pupils. It further brings into question his generalization that "even the poor high-school reader does fairly well" and its corollary that the pupil mortality between the elementary and high school is chiefly among the poor readers, unless these are based on some other evidence which he fails to adduce. There are striking examples of subjects who, even though poor readers, show a wide eye-voice span. The reader would like to know in some detail why the wide span was in these cases ineffective or not symptomatic.

In general, however, the methods used are ingenious, the controls well planned and executed, and the whole report well organized to make its purpose effective. The experiment was carried out with enough subjects to give a fairly reliable index of certain differences between good and poor readers, and a general notion of the type of development from the elementary grades to adulthood. The conclusions are carefully drawn. For example, the author does not attempt to relate eye-voice span and good quality of reading as cause and effect, but asserts they are both effects of a general-attention span wide enough to hold a large number of elements in mind at one time.

This report carries the problems of training in reading to a definite issue of methods. Dr. Buswell states that it is not the function of his report "to devise methods of teaching but it is in place here to state that here is a significant factor of reading which is in need of specific training methods. The problem is to devise methods which will develop a habit of pushing the eye farther ahead of the voice in order that there may be interpretation of

meaning in larger units" (p. 63). Members of the teaching force are becoming impatient in their desire to know what some of these authoritative training methods may be, and would earnestly recommend, as does the author himself, a careful training investigation of the extent to which the attention span can be developed or to which it is dependent on factors of native capacity, and still more urgently by what means the widening of the eye-voice span can be best accomplished in the practical school situation. The chief function of the experimenter has been to make clear the need of certain new methods. He must in turn wait upon the inventive genius of those who may meet this need.

Dr. Buswell puts the burden squarely on the elementary grades below the fifth school year, but recognizes the fact that high-school pupils are not too old for benefits to be derived from training. He infers that the wider eye-voice span of the members of the Freshman class was a result of special training which that group had been receiving. It is possible, however, that this training served to so emphasize the individual differences of this group of pupils that the instructors were enabled more readily to select the good readers. At any rate, the high school must hold itself in readiness to contribute its share to the final solution of the teaching problem involved, and all who are interested in the field should make a thorough analysis of this valuable study.

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Education in Ohio.—The chief weakness in our histories of education lies, perhaps, in the inadequacy of their accounts of school practices in the periods treated. We have histories of educational theory that trace the opinions held by educational leaders from Aristotle to John Dewey, but we are left with little knowledge of actual school procedure and of general educational sentiment prior to the present and the immediately past generations.

A recent monograph by Dr. E. A. Miller¹ is the result of an attempt to discover some of the facts as to actual educational conditions from 1803 to 1850 in one of our American states. The book is a study of educational legislation in Ohio for the period named, based chiefly upon the legislative records of the state; but in order properly to interpret the data thus discovered, the author has found it necessary to draw information from many other original and secondary sources.

Dr. Miller has so organized his monograph that the material is grouped into interesting treatises on several phases of the educational development of the state. In one chapter he has traced the evolution of the public-school system in Ohio, including such topics as common-school support, control and supervision, certification of teachers, development of the curriculum, schools

¹ EDWARD ALANSON MILLER, *The History of Educational Legislation in Ohio from 1805 to 1850*. "Supplementary Educational Monographs," Vol. III, No. 2. Chicago: Department of Education, University of Chicago, 1920. Pp. xi+248. \$2.00.